6TH GRADE PROGRAM OF STUDIES

	Recipe for a Fire	Stopping the Flames	Fire & Man – Friend or Foe	Hot Habitats	Plot Monitoring	Acre by Acre	Fire & Weather	Weather in you pocket	Firefighting costs Money
GRADE 6 ENGLISH/LANGUAGE ARTS									
Reading									
Students will									
❑ identify meaning of a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events.			X	X			X		X
❑ respond to transactive reading materials (informational, practical/workplace, and persuasive), supporting ideas through summarizing and through identifying main ideas, details, and examples.			X	X			X		X
❑ interpret text features (e.g., layout, boldface print, bullets, diagrams) of transactive reading materials to understand passages and complete authentic tasks.	X			X					X
❑ identify and apply logical sequence in reading materials to complete tasks or procedures.				X					
❑ employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks.	X		X	X			X		X
❑ use vocabulary and comprehension strategies, as well as technology, to understand text.				X					X
Writing									
Students will									
❑ respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, notetaking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.			X	X					
❑ use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations.			X						
❑ write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experience, reading, listening, observing, and/or inquiry (additional supporting Academic Expectation 6.3).				X					X
Speaking/Listening/Observing									
Students will									
❑ interpret meaning from verbal/nonverbal cues by applying appropriate listening and observing strategies.		X				X			X
❑ convey meaning through appropriate delivery techniques (e.g., correct and appropriate language, nonverbal cues, visual aids, volume, rate, and tone).									
❑ apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).		X			X	X		X	X
Inquiry									
Students will									
❑ develop questions to obtain ideas and information for authentic tasks (additional supporting Academic Expectation 6.3).			X		X				
❑ identify different types of resources to accomplish a variety of tasks.			X		X	X		X	X
❑ explore and use research tools to gather information and ideas for authentic tasks.			X		X	X		X	X
Technology as Communication									
Students will									
❑ use technology to access ideas and information for authentic tasks.			X			X		X	X

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GRADE 6 MATHEMATICS									
Number and Computation									
Students will									
❑ continue to develop number sense including fractions, decimals, and percents (including percents greater than 100% and improper fractions).								X	
❑ extend understanding of operations (+, -, x,) to include fractions and decimals.									X
❑ develop place value of large and small numbers (including decimals).									X
❑ extend and apply addition, subtraction, multiplication, and division of common fractions and decimals with manipulatives and symbols (e.g., mental, pencil and paper, calculators).	X								X
❑ estimate with large and small quantities of objects.						X			X
Geometry and Measurement									
Students will									
❑ read and use measurement tools (e.g., rulers, scales).					X	X		X	
❑ estimate, compare, and convert units of measures for length, weight/mass, and volume/capacity within the U.S. customary system and within the metric system: a) length (e.g., parts of an inch, inches, feet, yards, miles, millimeter, centimeter, kilometer; b) weight/mass (e.g., pounds, tons, grams, kilograms); and c) volume/capacity (e.g., cups, pints, quarts, gallons, milliliters, liters). (The intent of this standard is for students to make ballpark comparisons and not to memorize conversion factors between U.S. and metric units).						X			
Probability and Statistics									
Students will									
❑ collect, organize, analyze, and interpret data in a variety of graphical methods, including line plots, line graphs, bar graphs, and stem and leaf plots.					X				
❑ made predictions, draw conclusions, and verify results from statistical data and probability experiments.					X	X			
❑ select an appropriate graph to represent given data.					X				
❑ investigate solutions to probability problems, using counting techniques, tree diagrams, charts, and tables.					X				
❑ recognize the role of probability in decision making.					X				
Algebraic Ideas									
Students will									
❑ represent, interpret, and describe function relationships through tables, graphs, and verbal rules.					X				
❑ interpret relationships between tables and graphs.					X				
❑ organize data into tables and plot points onto the first quadrant of a coordinate (Cartesian) system/grid.					X				
GRADE 6 SCIENCE									
Scientific Inquiry									
Students will									
❑ identify and refine questions that can be answered through scientific investigations combined with scientific information.					X	X		X	
❑ use appropriate equipment (e.g., binoculars), tools (e.g., beakers), techniques (e.g., ordering), technology (e.g., calculators), and mathematics in scientific investigations.					X	X		X	
❑ use evidence (e.g., orderings, organizations), logic, and scientific knowledge to develop scientific explanations.	X				X	X	X	X	
❑ design and conduct different kinds of scientific investigations to answer different kinds of questions.						X		X	
❑ communicate (e.g., speak, write) designs, procedures, and results of scientific investigations.					X	X			
❑ review and analyze scientific investigations and explanations of other students.					X			X	

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Physical Science									
Students will									
❑ describe, measure, and represent (e.g., arrows) an object's motion.								X	
Earth/Space Science									
Students will									
❑ identify phenomena (e.g., growth of plants, winds, water cycle, ocean currents) on the Earth caused by the Sun's energy.					X		X	X	
Life Science									
Students will									
❑ analyze internal or environmental stimuli and organisms' behavioral responses. Explore how organisms' behavior changes through adaptation.			X	X					
❑ investigate factors (e.g., resources, light, water) that affect the number of organisms an ecosystem can support.				X					
Applications/Connections									
Students will									
❑ examine the interaction between science and technology.		X			X			X	X
❑ recognize how science is used to understand changes in populations, issues related to resources, and changes in environments.	X	X	X	X	X		X	X	
GRADE 6 SOCIAL STUDIES									
Historical Perspective									
Students will									
❑ examine how human and physical geography influence past decisions and events.		X	X		X				
❑ evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.		X	X		X				
Geography									
Students will									
❑ examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.							X	X	
❑ analyze the physical and human characteristics of places and regions.				X				X	
❑ evaluate the impact of human settlement and the interaction of humans with their environments.		X	X						
❑ use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.			X						
GRADE 6 HEALTH EDUCATION									
Individual Well-Being									
Students will									
❑ demonstrate conflict resolution strategies.							X		
Consumer Decisions									
Students will									
❑ compare wants and needs in relation to consumer decisions.				X					X
Personal Wellness									
Students will									
❑ implement personal safety strategies.		X							X

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Community Services									
Students will									
❑ identify services provided by environmental protection agencies.	X	X						X	X
GRADE 6 PHYSICAL EDUCATION									
Personal Wellness									
Students will									
❑ evaluate their own health-related fitness.									X
❑ establish personal fitness goals and personal fitness programs.									X
Lifetime Activity									
Students will									
❑ use rules and fair play in games and sports.	X	X					X		
❑ apply techniques to achieve consistency for games and sports.	X	X							